

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Andersen Junior High School

Chandler Unified District
1255 N. Dobson Road, Chandler, AZ 85224-8549

<input type="checkbox"/>	Excelling
<input type="checkbox"/>	Improving
<input checked="" type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Principal: Mr. Jim Anderson
Schedule: 7:30 AM to 4:30 PM
Web Address: ww2.chandler.k12.az.us/andersen-jr-high
E-mail: Unpublished or Unavailable

Grades: 7, 8
2002 Enrollment: 1180
Phone: (480) 883-5300
Fax: (480) 883-5320

▼ School Overview ▼

Mission

The Chandler community needs young people with strong interpersonal skills who know how to learn, read, write, speak and compute; take responsibility for their actions; are competent in the use of technology; can acquire, analyze and apply information to think creatively and solve problems; will be lifelong learners; recognize, and are sensitive to, diversity in others. The AJHS community will work daily to prepare our students to make a living and make a difference.

Organization and Philosophy

- w Team Organization
- w Concept-based Curric./Common Assessments
- w Interdisciplinary Instruction
- w Extended Block Schedule

School/Academic Goals

- w Focus on improving skills in math problem solving and computation, reading comprehension, vocabulary, and written communication.
- w Continue emphasis on improved student responsibility (academic achievement, completion of work, self-motivation and attendance).
- w Focus on concept-based instruction, curriculum, and development of common assessment items for core curriculums.
- w Create a sense of school community which promotes respect for self and others, increased participation, improved attendance, and decreased classroom disruptions.

Instructional Programs

- w On-site Special Education
- w Honors/Advanced/Gifted Classes
- w English as a Second Language
- w Spanish/French/German
- w Exploratory Classes
- w Integrated Reading Curriculum
- w Band/Strings/Chorus
- w Integrated Computer Curriculum

Enrollment

October 1, 2001 School Year Student Enrollment:	1146
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	40

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

3 School Administrator(s)
 1 Non-certified Employee(s)
 7 Teacher(s)
 7 Parent(s)
 2 Community Member(s)
 0 Student(s)

Council Duties

w Development of Schedule
 w Goal Setting
 w Monitoring of Academic Programs
 w Staff Inservices
 w Establish Schoolwide Discipline Program
 w Establish Schoolwide Rdg/Math Programs

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	59.00
Other Professional Staff	1.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	6	0	0
4 to 6 years	2	8	0	0
7 to 9 years	1	8	0	0
10 or more years	5	21	0	0

▽ Shared Responsibilities ▽

School

Andersen JHS provides a safe environment in which high academic standards and attention to social-emotional growth are a priority. Teachers are organized into teams to assure careful attention to student progress and close communication with home. Students are provided with textbooks and materials appropriate to the instruction offered. Parents are encouraged to contact teachers with any special needs or conditions which are important to their child's success.

Parents

Andersen JHS works in partnership with parents to promote student success. Parents are asked to assist by ensuring daily attendance, proper nutrition, adequate rest, completion of homework, regular contact with teachers and a commitment to education. Support for school personnel, policies and procedures is an important component to building responsible citizens. Please encourage your child to become involved in extracurricular activities.

▽ Transportation Policy ▽

The majority of students live within walking distance to school. Transportation is provided to all students living outside the one and one-half mile perimeter. Appropriate transportation is provided to assist students with special needs or handicapping conditions. Please contact our school for information on boundaries.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	7/31/02
Average Daily Instruction Time:	6 hrs. 58 min.	Last Day of School:	6/4/03
Operates on Extended Schedule			

Report Card Release Dates

Additional Calendar/Report Card Information

Parents are apprised of any changes in progress through interim progress reports on the fifth week, and grade check sheets on the seventh week are provided in addition to regular quarterly report cards. Teams meet frequently with parents throughout the year and are available daily for consultation. Team progress reports are sent home each quarter. Each students is supplied with an agenda to record homework assignments and serve as a means of communication between the teachers and parents.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Four Computer Labs	W Computer Networked Classrooms
W TV--News Station & Video Editing Studio	W 180+ Computers Available for Student Use

Extracurricular Activities

W Academic Knowledge Bowl	W National Junior Honor Society
W Odyssey of the Mind	W School/Community Recreation Program
W MECHA/International Club	W Art Club/School Newspaper
W Student Council	W Four Sports Seasons

School/Community Resources

W Recreational Activities	W Breakfast Program
W Lunch Program	W Counseling Services/Groups
W Community Classes	W NAU/ASU Classes
W City of Chandler Open Gym	W City sponsored lunch period activities

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Test score improvement--highest middle-level scores in district. Students consistently demonstrate full-year's growth on the Stanford 9.</p> | <p>w Lowest number of student discipline referrals of CUSD junior highs, and the highest student attendance of all CUSD schools.</p> |
| <p>w Partnership with community industries for tutoring, career-enhanced and instructional technology.</p> | <p>w Climate and customer surveys indicate high morale and satisfaction. Lowest teacher turnover of all CUSD secondary schools.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Knowledge Bowl - 1st in Arizona 5 Consecutive Years	2002
Tobacco Prevention/Cessation Program 1st in Arizona	2001
Project Citizen: 1st in AZ/3rd in US	2000
Future City Competition Winner	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	433	512	18%	21%	40%	21%
	State	57484	504	24%	20%	40%	16%
Writing	School	417	504	7%	39%	50%	4%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	418	466	34%	45%	13%	9%
	State	57734	459	39%	40%	14%	7%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
7	Reading	100	63	52	100	61	53	91	63	52	83	59	53	76	65	55
	Language	99	66	52	100	62	54	90	63	54	83	63	55	76	67	58
	Mathematics	99	66	53	100	57	55	91	65	56	83	66	58	77	65	60
8	Reading	98	61	54	100	59	54	93	61	53	87	63	55	79	61	56
	Language	97	58	46	100	55	49	92	59	49	87	63	50	77	64	52
	Mathematics	97	61	52	100	60	54	93	63	56	87	69	58	78	63	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 6-7	77	65
Grades 7-8	73	64
<hr/>		
	*Less than 10 students matched	**No information available
		***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Responsible Thinking Program helps children to think in such a way that their actions demonstrate respect for the rights, safety and learning of others. By asking students a series of questions, they are taught to think responsibly about what they've done and the choices they have made. Through this questioning process, students are taught to think. Confidence is built when students make their own choices to obey the rules, and by doing that, experience success.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,614	\$2,597,925
Classroom Supplies	\$54	\$54,033
Administration	\$522	\$518,535
Support Services-Students	\$197	\$195,720
Other Support Services and Operations	\$860	\$855,194
Total Expenditures- All Categories 2000-2001	\$4,247	\$4,221,407

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Jim Anderson	(480) 883-5300	
Transportation Policy	Cathy Brown	(480) 812-7286	
Community Resources	Terry Locke	(480) 812-7650	
School Nutrition Programs	Cathy Brown	(480) 812-7286	
Parent Organization	Kathy Doan	(480) 883-5300	
Student Health/Nurse	Beverly Rodriguez	(480) 883-5302	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."